

Organisation name	City and Islington College
Inspection date	16–18 May 2017

Section standard	Met	Not met
Management: The management of the provision will operate to the benefit of its students, in accordance with its publicity and in accordance with the <i>Declaration of legal and regulatory compliance</i> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Resources and environment: The learning resources and environment will support and enhance the studies of students enrolled with the provider, and will offer an appropriate professional environment for staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teaching and learning: Teachers will have appropriate qualifications and will be given sufficient support to ensure that their teaching meets the needs of their students. Programmes of learning will be managed for the benefit of students. The teaching observed will meet the requirements of the Scheme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Welfare and student services: The needs of students for security, pastoral care, information and leisure activities will be met; any accommodation provided will be suitable; the management of the accommodation systems will work to the benefit of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Care of under 18s section	N/a	Met	Not met
There will be appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Recommendation

We recommend continued accreditation.

Summary statement

The British Council inspected and accredited City and Islington College in May 2017. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

The English language teaching department of this large college of further education offers courses in general English for adults (18+).

Strengths were noted in the areas of premises and facilities, academic staff profile, and care of students.

The inspection report stated that the organisation met the standards of the Scheme.

Organisation profile

Inspection history	Dates/details
First inspection	Nov 2009
Last full inspection	Mar 2013
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Initial TEFL training, ESOL
Other related accredited schools/centres/affiliates	Westminster Kingsway College
Other related non-accredited schools/centres/affiliates	N/a

State sector

Type of institution	Further Education College
Other accreditation	N/a

Premises profile

Address of main site	28–42 Blackstock Road, London N4 2DG
Details of any additional sites in use at the time of the inspection	N/a
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	The Centre for Lifelong Learning, where all EFL teaching takes place, is based at Blackstock Road, in north London, close to a mainline and underground station and on several bus routes. The building is modern and well appointed, with an adjoining public library. The main entrance and reception area is light and spacious with secure entry. It leads on to two cafeteria and éseating areas, stairs and lifts to all floors. There is additional outside space with limited parking. The library and learning centre is on the first floor, and classrooms used for EFL are located in different parts of the building. The head of school has an office on the fifth floor and teachers have desks or access to workspace on the fifth and fourth floors.

Student profile

	At inspection	In peak week: February (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	95	95
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	0	0
Full-time ELT (15+ hours per week) aged 16–17 years	0	0
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	90	90
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	90	90
Minimum age	18	18
Typical age range	18–40	18–40
Typical length of stay	5 months	5 months
Predominant nationalities	Spanish, Italian	Spanish, Italian
Number on PBS Tier 4 General student visas	0	0
Number on PBS Tier 4 child visas	0	0
Number on short-term study visas	1	1

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	6	6
Number teaching ELT under 10 hours/week	4	
Number teaching ELT 10–19 hours/week	2	
Number teaching ELT 20 hours and over/week	0	
Total number of administrative/ancillary staff	5 (and college staff)	

Academic staff qualifications to teach ELT/ESOL

Profile in week of inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	4
Certificate-level ELT/TESOL qualification (TEFLI)	2
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	0
Total	6

These figures exclude the academic manager.

Comments

Figures exclude the head of school, who is also the academic manager, but include the EFL co-ordinator, who carries out some academic management duties.

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The college runs part-time courses to prepare for external general English examinations, and for IELTS. The timetable is spread across daytime, evenings and Saturdays.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	0	0
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
Arranged by student/family/guardian		
Staying with own family	7	0
Staying in privately rented rooms/flats	83	0
Overall totals adults/under 18s	90	0
Overall total adults + under 18s	90	

Introduction

City and Islington College (CIC) merged with Westminster Kingsway College (WKC) in August 2016, and the resulting entity is a Further Education corporation called The WKCIC group, using The Capital College City Group (CCCG) as its operating name. WKC's EFL provision is independently accredited within the Scheme. The merger has so far had no impact on curriculum areas, and none is expected, with the key changes affecting business and support services. The international office was merged and is responsible for international recruitment across the larger group. Thus, whilst EFL provision at CIC is largely unchanged, students may be assigned to a course at CIC by the international office as a CCCG student. The new international office is aware of anomalies that may arise in this way and plans to address them. All current students at CIC are from the local community.

The head of school for EFL and study programmes took up post 18 months ago, following the retirement of the previous incumbent. He has responsibility for EFL and ESOL provision. A number of established teachers have been joined by three recent appointments to replace leavers. Administration and support is provided centrally.

The inspection took place over two full days and one half day. Meetings were held with the director of CLL, the head of school for EFL and study programmes, the EFL co-ordinator, the director of marketing and communications, the health and safety compliance manager, the library team leader, the central registry manager, a central registry administrator, the facilities supervisor, the student engagement co-ordinator, the international recruitment and compliance manager WKCIC group, the deputy head international WKCIC group, the careers education co-ordinator, the health and safety compliance manager, and the account manager, adult education. Four focus group meetings were held – two with students and two with teachers, to accommodate daytime and evening attendance. Five teaching observations were carried out.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	<input checked="" type="checkbox"/>

Comments

M1 The items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M3 Job descriptions were provided for all staff. Additional responsibilities assigned to the EFL co-ordinator are not included in his EFL lecturer job description.

M4 Regular meetings are held and attended by permanent staff members but it is much more difficult to include part-time evening and Saturday teachers. The head of school and EFL co-ordinator make efforts to be present on some Saturdays and evenings for informal contact and communication.

M6 Human resources (HR) check qualifications and scan certificates, which are on file, although it is not their policy to sign these to show that originals have been seen.

M7 There is a thorough and well documented induction process, including a corporate college induction with mandatory training modules, and a full local induction with a detailed checklist for completion by managers.

M8 The appraisal system is a developmental process, and is supported by separate capability and disciplinary procedures for dealing with issues of performance and misconduct.

M9 The college has a clear policy for continuing professional development (CPD) and a wide range of opportunities is available to all staff, alongside a range of mandatory training. Professional development days are held for both teaching and support staff, and the head of school has made efforts to ensure that some EFL-specific input has been provided, although this is still relatively limited.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M13 Contact details	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Students asked to leave course	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M11 Only examination preparation courses are offered, and students who do not wish to take the examination are made aware of this. Advice and information is an important part of the enrolment process.

M13 Contact details, including next of kin and emergency contacts, are held for all students within college records, and enrolment cannot normally be completed without this information. Although emergency details were missing from one of the records sampled, it was very clear that this was an exceptional situation.

M14 The attendance policy is clear and absences are followed up. Teachers contact any absentees to understand reasons and follow up as necessary. Overall attendance is good.

M15 These conditions and procedures are not specified and neither staff nor students were aware of them.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M17 Continuing improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

M18 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M20 Complaints and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

M18 Initial student feedback has been introduced since the last inspection. Feedback is analysed and local action recorded at meetings. Both data and individual comments feed into the annual self-assessment review (SAR) completed by the head of school.

M19 Staff have clear opportunities to give feedback during appraisal meetings; comments are documented and followed up as appropriate.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M22 Realistic expectations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M25 Costs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M28 Staff qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The website is the main medium of publicity, but a leaflet is produced for local use, with practical course details, and this is the main point of referral for locally based EFL students.

M22 Information about EFL courses can be accessed through either the *Courses* or *International* links on the website, with different results. The *Courses* link leads to the range of examination courses offered at CIC, and information generally presents an accurate picture of provision. Although student testimonials are all from ESOL, not EFL, students, they are captioned accordingly.

The *International* link leads to a description of an English for academic purposes (EAP) course. In practice, students applying for this EAP course may be fed into the EFL examination preparation classes at CIC, or elsewhere within the newly formed college group. International information is aimed primarily at A level and Access students, and the stated minimum age is 16. Accommodation - organised by an accommodation agency registered with the British Council - is also offered through this route. As CIC does not organise accommodation and has a minimum age of 18, these details are incorrect for CIC EFL courses.

M24 All the information required can be found on the website or the flyer, or both, except for details of non-teaching days, which appear on neither.

M25 Information on course costs appear on the flyer, although some students in focus group meetings mentioned that coursebook costs were higher than suggested. Information on deposits and refunds is not made available in publicity. There is no leisure programme and accommodation is not provided, but see M22.

Management summary

The provision meets the section standard. Staff management is organised and effective, and most aspects of student administration are efficient and thorough. Appropriate quality assurance systems are in place. Some anomalies in publicity created by the newly merged international office require attention.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R4 Student relaxation areas and food	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R6 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

R1 The premises are spacious and attractively designed, with lift access and well thought-out communal areas for both staff and students.

R4 Provision for eating and drinking and relaxing is of a high standard, with two caf terias, a range of vending machines, and ample relaxation space, including an outside area. Food provided is varied, appetising and reasonably priced. Although the caf terias are not open when evening and Saturday students attend, additional vending machines have been installed in the caf teria areas and there is a wide range of outlets in the immediate vicinity.

R5 The building is relatively challenging to navigate around, and signage is well placed and helpful. Displays throughout the college are informative, attractive and well maintained. A large plasma screen in the main entrance provides current information and news.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

R7 Courses are based on coursebooks, which students are required to purchase. There is no clear system for ensuring that all students do so, however, and in some classes a significant number of students had been issued with photocopies. An appropriate range of supplementary material is available, shared with ESOL teachers, and including dictionaries and published photocopiable materials. Teachers felt that there could be more such materials to draw on.

R8 This criterion is just met. There are appropriate arrangements for computer use, printing and photocopying. The head of school ensures that all teachers have a copy of the coursebook in use, as well as the accompanying audio and other components. These are normally purchased but may have to be borrowed from the library if no further budget is available, or if purchased items go missing. There is no managed resource area.

R9 Classrooms are equipped with data projectors or interactive whiteboards, as well as conventional whiteboards. A trolley of laptops for classroom use is available through the library, which also provides computers, as well as borrowable laptops for student use. Good technical support is available and there is Wi-Fi throughout the college.

R10 The college library is very well organised and equipped and offers a variety of work spaces and configurations, computer access and a good range of EFL materials. The library is open until 19.00 on the evenings when EFL students attend.

R11 Library staff ensure that comprehensive guidance and support is provided through induction, and is ongoing through the student portal. Particular efforts are made to ensure that evening and Saturday students are included in the induction process.

R12 The head of school carries out review in consultation with teaching staff and the library.

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. Premises and facilities are of a high standard and learning resources are generally managed appropriately. Library services and facilities are particularly well managed and organised. *Premises and facilities* is an area of strength.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

T1 A rationale was provided for one teacher without a Level 6 qualification, and accepted within the context of this inspection because of his strong commitment to personal development.
 T2 Most of the teaching staff are TEFLQ and this is typical of the situation throughout the year, as staffing remains very stable.
 T4 Both the head of school and the EFL co-ordinator are TEFLQ with extensive experience of teaching and academic management roles.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
T10 Formalised support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

T9 There is no continuous enrolment, although late joiners may be accepted in the first three weeks of a term.
 T10 Teachers benefit from the regular and wide-ranging college CPD programme, and the head of school and EFL co-ordinator are available for day-to-day support. Although much of the CPD programme is highly relevant to teachers, there is relatively little EFL-specific input.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T14 Course outlines and outcomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T12 Course design is based on examination syllabuses and related coursebooks. Schemes of work (SoWs) are produced by teachers.
 T13 Course design is reviewed through the college formal self-assessment process.

T14 Although individual teachers may provide course summaries, students do not routinely receive written course outlines.

T15 This criterion is just met. The induction, workshops and ongoing support provided by the library include a focus on independent learning, and teachers also set regular homework. Coursebooks also include study and learning strategies, although this area is not highlighted in any way on SoWs or plans.

T16 Courses do not include any specific strategies to ensure that students benefit linguistically from their stay in the UK. However, the vast majority of students are part of the local community and are able to take advantage of opportunities afforded by the college enrichment programme as required.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T19 Students are given advice at enrolment to ensure that an appropriate balance is struck between students' needs, their perceived needs and preferences, and operational realities.

T22 A well publicised information and advice service is provided by the college careers team.

Classroom observation record

Number of teachers seen	5
Number of observations	5
Parts of programme(s) observed	All except a preparation class for an external general English examination

Comments

The teacher of the examination preparation class only works on a Saturday and was, therefore, not observed.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Feedback to students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 Teachers generally provided accurate and clear models and clear explanations. In stronger segments models on the board included helpful information such as parts of speech, phonetic script and stress marks, although the latter were not accurate in all cases.

T24 Plans were variable. Some were very clear and demonstrated how lesson content was relevant to students' needs and SoWs. Student profiles were generally provided, and in stronger segments specific needs were addressed in plans and during class. In other cases information provided about students was purely descriptive, rather than linked to any teaching strategy or action.

T25 Lessons were based on clear outcomes, often made known to students. Staging was logical, although in some

cases relied on working through coursebook exercises.

T26 A range of appropriate techniques was seen, including eliciting, some choral repetition and some helpful monitoring.

T27 Basic resources were used competently, and some teachers made expert and impressive use of smartboards. Others used their basic functions or did not use them at all. Some good seating and grouping arrangements and some useful handouts were seen.

T28 Overall teachers demonstrated a good range of techniques for giving feedback, including on the spot correction, reformulation, dealing with pronunciation, some delayed feedback, and effective monitoring.

T29 Learning was seen to be evaluated through helpful staging and appropriate activities, as well as recapping and referring back to earlier lessons.

T30 Teachers encouraged and attended to quieter students well, fostering a productive learning atmosphere and high levels of engagement and motivation, as well as good pace and transitions between activities. Teachers' own language was generally entirely appropriate and clear, although in isolated cases unnecessarily difficult and unmodulated.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from satisfactory to very good, with no clear majority in any category. Teachers demonstrated grammatical awareness and provided generally appropriate models through their own speech and writing. Lesson planning varied in effectiveness, though most lessons had been planned with learners' needs and course objectives in mind. The techniques used were appropriate, and classroom resources were managed competently, with impressive use of technology in some cases. Most teachers had given thought to the evaluation of learning and feedback to learners was generally well managed. In all classes students were fully engaged, which resulted in a positive learning atmosphere.

Teaching and learning summary

The provision meets the section standard. There is a good level of qualifications and experience amongst both teachers and academic managers, and programmes of learning are managed for the benefit of students. The teaching observed met the requirements of the Scheme. *Academic staff profile* is an area of strength.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	

Comments

W1 There are impressive levels of safety and security throughout the building, carried out by services teams and tutors. Entry to the building is very strictly controlled and monitored by reception staff; in addition, CCTV cameras monitor who is entering and leaving the building. Comprehensive records of security checks were seen and a major incident procedure is in place. The safety of students is taken very seriously on this inner-city campus.

W2 A great deal of help and support is available to students through the student services team and advertised widely throughout the college. A very clear, helpful presentation on the range of services and support available is given to students at induction. Students in both focus groups spoke highly of the level of care they receive, both at college level and in academic tutorials. Multi-faith rooms are available for religious observance.

W3 The college has a dedicated team with expertise in specific areas to help students with a wide range of personal problems and situations. Information about the advice on offer and how to access it is clearly displayed in the main reception area and throughout the college. Students are introduced to the student services team at induction and additional information is available on the student intranet.

W4 An anti-bullying policy is in place and displayed widely throughout the college and on the college intranet. Alongside the anti-bullying posters, there is information about students' rights, responsibilities, diversity and

tolerance. An ethos of respect and tolerance is fostered by the college. Duties under the Prevent strategy are taken very seriously; all staff have received training and students are also asked to do online training.

W5 Part-time EFL students are not currently issued with an emergency contact number but they are already settled in the local community with a local support network. However, if international students join classes it will be necessary for an emergency contact number to be issued.

W7 A wide range of advice is available to students and made accessible to them at induction, through the college intranet, at regular events and briefings and through attractive and informative displays in the main reception area and throughout the college.

W8 The student services team has a link with a local medical practice and students are supplied with clear and comprehensive information at induction.

Accommodation profile

Comments on the accommodation seen by the inspectors

The college does not offer any accommodation at present so this section is not applicable. However, the international office does offer to arrange accommodation for international students. If in future some of these international students follow EFL courses this section would become applicable.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W13 Information in advance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

None.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W17 Rules, terms and conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W18 Shared bedrooms	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W19 Students' first language	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W20 Language of communication	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W21 Adult to welcome	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

None.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W23 Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

None.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W25 Other accommodation	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

None.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W26 The student engagement team offers a wide range of activities, including free access to some local sports facilities, volunteering opportunities and excursions. These are well advertised in the college and on the college intranet.

W28 Comprehensive and clearly embedded risk assessments are in place for all events and activities. Qualified first aiders accompany all excursions and an online training video is available for staff undertaking any departmental outings. The college pays a great deal of attention to student safety.

W29 The dedicated student engagement team is very well qualified and has a great deal of experience in organising and running all of the activities offered via the college enrichment programme.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. Students are very well cared for by all staff in the college and good information and support is provided. The leisure opportunities offered by the college are varied and well organised and students are given ample opportunities to make the most of their stay in London and the UK if they choose to do so. *Care of students* and *Leisure opportunities* are areas of strength.